

Title of Instructional Materials: Glencoe Core Plus Course 1

Grade Level: Integrated I

Summary of Glencoe Core Plus Course 1

Overall Rating: <input type="checkbox"/> Weak (1-2) <input type="checkbox"/> Moderate (2-3) <input checked="" type="checkbox"/> Strong (3-4) Summary / Justification / Evidence: Overall Course 1 develops a deep conceptual understanding of a majority of the Common Core State Standards for the Mathematics I section of the suggested Integrated Mathematics Pathway. Many of the standards that are not well-developed in Course 1 are developed further in Courses 2 & 3. The standards are addressed, but the two pathways do not always overlap.	Important Mathematical Ideas: <input type="checkbox"/> Weak (1-2) <input type="checkbox"/> Moderate (2-3) <input checked="" type="checkbox"/> Strong (3-4) Summary / Justification / Evidence: Important mathematical ideas are conceptually developed and consistently connected to real-world examples through the use of multiple approaches in such a way to build the understanding of mathematics as a unified whole.
Skills and Procedures: <input type="checkbox"/> Weak (1-2) <input type="checkbox"/> Moderate (2-3) <input checked="" type="checkbox"/> Strong (3-4) Summary / Justification / Evidence: Skills and procedures are critical tools and are developed through connections and applications, allowing students to more fully apply mathematical concepts to real-world situations.	Mathematical Relationships: <input type="checkbox"/> Weak (1-2) <input type="checkbox"/> Moderate (2-3) <input checked="" type="checkbox"/> Strong (3-4) Summary / Justification / Evidence: Mathematical relationships are integrated in such a way that demonstrated the relationship between mathematical ideas, skills, and procedures both inside and outside the realm of mathematics.

1. Make sense of problems and persevere in solving them. Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.	
Indicate the chapter(s), section(s), and/or page(s) reviewed: Unit 1	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any): N/A
Summary / Justification / Evidence: Always asking for explanation or speculation about problem solutions or experimentation data. Asked to analyze, justify and explain provided sample solutions. Interesting real-life investigations.	Overall Rating: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4

2. Reason abstractly and quantitatively.

Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to *decontextualize*—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to *contextualize*, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.

Indicate the chapter(s), section(s), and/or page(s) reviewed:

Units 2 & 3

Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):

N/A

Summary / Justification / Evidence:

Starts with contextualized setting moving to decontextualized settings (progresses from concrete to abstract).

Overall Rating:☐ 1☐ 2☐ 3☒ 4

3. Construct viable arguments and critique the reasoning of others.

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

Indicate the chapter(s), section(s), and/or page(s) reviewed:

Unit 1; entire book

Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):

N/A

Summary / Justification / Evidence:

Most problems require students to justify and explain solutions; summarize mathematics, discuss, speculate, and critique.

Overall Rating:☐ 1☐ 2☐ 3☒ 4

4. Model with mathematics.

Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.

Indicate the chapter(s), section(s), and/or page(s) reviewed:

Units 1-3

Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):

N/A

Summary / Justification / Evidence:

Primarily formulas and graphs but students asked to analyze, interpret and decide how best to model scenarios. Students interpret results in the context of problem.

Overall Rating:

☐1

☐2

☐3

☐4

5. Use appropriate tools strategically.

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

Indicate the chapter(s), section(s), and/or page(s) reviewed:

Unit 2 primarily but whole book

Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):

Text could provide more opportunities for students justify their choice of tools.

Summary / Justification / Evidence:

CPMP tools; text provides multiple opportunities to utilize technology tools to solve and analyze problems and solutions in order to deepen understanding of conceptual knowledge

Overall Rating:☐ 1☐ 2☒ 3☐ 4

6. Attend to precision.

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

Indicate the chapter(s), section(s), and/or page(s) reviewed:

Units 1, 2, 6 (entire book)

Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):

N/A

Summary / Justification / Evidence:

Contextual aspects make units and labeling automatic; requires precision according to units. Students required to explain reasoning.

Overall Rating:☐ 1☐ 2☐ 3☒ 4

7. Look for and make use of structure.

Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well-remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y .

Indicate the chapter(s), section(s), and/or page(s) reviewed:

Unit 1, 5

Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):

N/A

Summary / Justification / Evidence:

Text is always asking how to make use of the data, thus they must find patterns and structure within data. Asked to summarize the math.

Overall Rating:☐1 ☐2 ☐3 ☒4

8. Look for and express regularity in repeated reasoning.

Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. By paying attention to the calculation of slope as they repeatedly check whether points are on the line through (1, 2) with slope 3, middle school students might abstract the equation $(y - 2)/(x - 1) = 3$. Noticing the regularity in the way terms cancel when expanding $(x - 1)(x + 1)$, $(x - 1)(x^2 + x + 1)$, and $(x - 1)(x^3 + x^2 + x + 1)$ might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.

Indicate the chapter(s), section(s), and/or page(s) reviewed:

Unit

Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):

N/A

Summary / Justification / Evidence:

Good examples for students, e.g. whale problem requires students to determine process for population problems and then apply to the entirety of population problems.

Overall Rating:☐1☐2☐3☒4

Domain: <i>Quantities</i>	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
Standard: N.Q.1 Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.	Important Mathematical Ideas: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 Skills and Procedures: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 Mathematical Relationships: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any): N/A	Summary / Justification / Evidence: Statistical analysis of real-world activities that ask students to go beyond calculations and interpret in the context of units.
Indicate the chapter(s), section(s), and/or page(s) reviewed: P. 84-84; penny stacking activity; cholesterol activity	Overall Rating: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4

Domain: <i>Quantities</i>	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
Standard: N.Q.2	<p>Important Mathematical Ideas: <input type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input checked="" type="checkbox"/>4</p> <p>Skills and Procedures: <input type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input checked="" type="checkbox"/>4</p> <p>Mathematical Relationships: <input type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input checked="" type="checkbox"/>4</p>
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):	Summary / Justification / Evidence: Modeling real-world scenarios for data collections; students take measurements and model.
Indicate the chapter(s), section(s), and/or page(s) reviewed: pp. 4-5; bungee activity	Overall Rating: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4

Domain: <i>Quantities</i>	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
Standard: N.Q.3	<p>Important Mathematical Ideas: <input type="checkbox"/>1 <input type="checkbox"/>2 <input checked="" type="checkbox"/>3 <input type="checkbox"/>4</p> <p>Skills and Procedures: <input type="checkbox"/>1 <input checked="" type="checkbox"/>2 <input type="checkbox"/>3 <input type="checkbox"/>4</p> <p>Mathematical Relationships: <input type="checkbox"/>1 <input type="checkbox"/>2 <input checked="" type="checkbox"/>3 <input type="checkbox"/>4</p>
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any): Does not address significant figures or appropriate levels of accuracy. Need to provide additional direct instruction on this skill.	Summary / Justification / Evidence: Problems require students to give answers using units appropriate to the context of the problem scenario.
Indicate the chapter(s), section(s), and/or page(s) reviewed: pp. 49-51	Overall Rating: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4

Domain: <i>Seeing Structure in Expressions</i>	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
Standard: A.SSE.1a	<p>Important Mathematical Ideas: <input type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input checked="" type="checkbox"/>4</p> <p>Skills and Procedures: <input type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input checked="" type="checkbox"/>4</p> <p>Mathematical Relationships: <input type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input checked="" type="checkbox"/>4</p>
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):	Summary / Justification / Evidence: All connected to real-world situations. Students are required to explain what numbers mean in expressions. The text constantly refers back to previously learned concepts.
Indicate the chapter(s), section(s), and/or page(s) reviewed: Unit 3	Overall Rating: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4

Domain: <i>Seeing Structure in Expressions</i>	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
Standard: A.SSE.1b	<p>Important Mathematical Ideas: <input type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input checked="" type="checkbox"/>4</p> <p>Skills and Procedures: <input type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input checked="" type="checkbox"/>4</p> <p>Mathematical Relationships: <input type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input checked="" type="checkbox"/>4</p>
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):	Summary / Justification / Evidence:
Indicate the chapter(s), section(s), and/or page(s) reviewed:	Overall Rating: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4

Domain: <i>Creating Equations</i>	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
Standard: A.CED.1	<p>Important Mathematical Ideas: <input type="checkbox"/>1 <input type="checkbox"/>2 <input checked="" type="checkbox"/>3 <input type="checkbox"/>4</p> <p>Skills and Procedures: <input type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input checked="" type="checkbox"/>4</p> <p>Mathematical Relationships: <input type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input checked="" type="checkbox"/>4</p>
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any): Rational functions were not addressed independently.	Summary / Justification / Evidence:
Indicate the chapter(s), section(s), and/or page(s) reviewed:	Overall Rating: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4

Domain: <i>Creating Equations</i>	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
Standard: A.CED.2	<p>Important Mathematical Ideas: <input type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input checked="" type="checkbox"/>4</p> <p>Skills and Procedures: <input type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input checked="" type="checkbox"/>4</p> <p>Mathematical Relationships: <input type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input checked="" type="checkbox"/>4</p>
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):	Summary / Justification / Evidence:
Indicate the chapter(s), section(s), and/or page(s) reviewed:	Overall Rating: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4

Domain: <i>Creating Equations</i>	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
Standard: A.CED.3	<p>Important Mathematical Ideas: <input checked="" type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input type="checkbox"/>4</p> <p>Skills and Procedures: <input checked="" type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input type="checkbox"/>4</p> <p>Mathematical Relationships: <input checked="" type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input type="checkbox"/>4</p>
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any): Not well-developed; covered a great deal in Course 3	Summary / Justification / Evidence: Discussion mainly limited to cases in which values cannot be negative.
Indicate the chapter(s), section(s), and/or page(s) reviewed:	Overall Rating: <input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4

Domain: <i>Creating Equations</i>	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
Standard: A.CED.4	<p>Important Mathematical Ideas: <input checked="" type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input type="checkbox"/>4</p> <p>Skills and Procedures: <input checked="" type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input type="checkbox"/>4</p> <p>Mathematical Relationships: <input checked="" type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input type="checkbox"/>4</p>
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any): Addressed only in one homework problem. Needs additional development.	Summary / Justification / Evidence: Limited to one problem.
Indicate the chapter(s), section(s), and/or page(s) reviewed: p. 455 #34	Overall Rating: <input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4

Domain: <i>Reasoning with Equations and Inequalities</i>	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
Standard: A.REI.1	<p>Important Mathematical Ideas: <input type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input checked="" type="checkbox"/>4</p> <p>Skills and Procedures: <input type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input checked="" type="checkbox"/>4</p> <p>Mathematical Relationships: <input type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input checked="" type="checkbox"/>4</p>
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):	Summary / Justification / Evidence:
Indicate the chapter(s), section(s), and/or page(s) reviewed:	Overall Rating: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4

Domain: <i>Reasoning with Equations and Inequalities</i>	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
Standard: A.REI.3	<p>Important Mathematical Ideas: <input type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input checked="" type="checkbox"/>4</p> <p>Skills and Procedures: <input type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input checked="" type="checkbox"/>4</p> <p>Mathematical Relationships: <input type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input checked="" type="checkbox"/>4</p>
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):	Summary / Justification / Evidence:
Indicate the chapter(s), section(s), and/or page(s) reviewed:	Overall Rating: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4

Domain: <i>Reasoning with Equations and Inequalities</i>	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
Standard: A.REI.5	<p>Important Mathematical Ideas: <input checked="" type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input type="checkbox"/>4</p> <p>Skills and Procedures: <input checked="" type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input type="checkbox"/>4</p> <p>Mathematical Relationships: <input checked="" type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input type="checkbox"/>4</p>
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any): Not a part of Course 1.	Summary / Justification / Evidence:
Indicate the chapter(s), section(s), and/or page(s) reviewed: N/A	Overall Rating: <input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4

Domain: <i>Reasoning with Equations and Inequalities</i>	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
Standard: A.REI.6	<p>Important Mathematical Ideas: <input type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input checked="" type="checkbox"/>4</p> <p>Skills and Procedures: <input type="checkbox"/>1 <input type="checkbox"/>2 <input checked="" type="checkbox"/>3 <input type="checkbox"/>4</p> <p>Mathematical Relationships: <input type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input checked="" type="checkbox"/>4</p>
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any): Would like to see more requiring students to show a solution on a graph and provide explanations.	Summary / Justification / Evidence:
Indicate the chapter(s), section(s), and/or page(s) reviewed: pp. 197-200	Overall Rating: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4

Domain: <i>Reasoning with Equations and Inequalities</i>	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
Standard: A.REI.10	<p>Important Mathematical Ideas: <input type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input checked="" type="checkbox"/>4</p> <p>Skills and Procedures: <input type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input checked="" type="checkbox"/>4</p> <p>Mathematical Relationships: <input type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input checked="" type="checkbox"/>4</p>
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):	Summary / Justification / Evidence:
Indicate the chapter(s), section(s), and/or page(s) reviewed:	Overall Rating: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4

Domain: <i>Reasoning with Equations and Inequalities</i>	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
Standard: A.REI.11	<p>Important Mathematical Ideas: <input type="checkbox"/>1 <input type="checkbox"/>2 <input checked="" type="checkbox"/>3 <input type="checkbox"/>4</p> <p>Skills and Procedures: <input type="checkbox"/>1 <input type="checkbox"/>2 <input checked="" type="checkbox"/>3 <input type="checkbox"/>4</p> <p>Mathematical Relationships: <input type="checkbox"/>1 <input type="checkbox"/>2 <input checked="" type="checkbox"/>3 <input type="checkbox"/>4</p>
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any): No polynomial, rational, absolute value, exponential, or logarithmic in Course 1.	Summary / Justification / Evidence: Explains why the x-coordinates of the intersections are solutions; opposites not well explained; linear well-developed.
Indicate the chapter(s), section(s), and/or page(s) reviewed:	Overall Rating: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4

Domain: <i>Reasoning with Equations and Inequalities</i>	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
Standard: A.REI.12	<p>Important Mathematical Ideas: <input checked="" type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input type="checkbox"/>4</p> <p>Skills and Procedures: <input checked="" type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input type="checkbox"/>4</p> <p>Mathematical Relationships: <input checked="" type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input type="checkbox"/>4</p>
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any): Not a part of Course 1	Summary / Justification / Evidence:
Indicate the chapter(s), section(s), and/or page(s) reviewed:	Overall Rating: <input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4

Domain: <i>Interpreting Functions</i>	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
Standard: F.IF.1	<p>Important Mathematical Ideas: <input checked="" type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input type="checkbox"/>4</p> <p>Skills and Procedures: <input checked="" type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input type="checkbox"/>4</p> <p>Mathematical Relationships: <input checked="" type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input type="checkbox"/>4</p>
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):	Summary / Justification / Evidence: Students learn the general concept of functions but are not required to use function notation, or identify by name a "domain" or "range."
Indicate the chapter(s), section(s), and/or page(s) reviewed:	Overall Rating: <input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4

Domain: <i>Interpreting Functions</i>	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
Standard: F.IF.2	<p>Important Mathematical Ideas: <input checked="" type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input type="checkbox"/>4</p> <p>Skills and Procedures: <input checked="" type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input type="checkbox"/>4</p> <p>Mathematical Relationships: <input checked="" type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input type="checkbox"/>4</p>
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any): Not a part of Course 1.	Summary / Justification / Evidence:
Indicate the chapter(s), section(s), and/or page(s) reviewed:	Overall Rating: <input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4

Domain: <i>Interpreting Functions</i>	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
Standard: F.IF.3	<p>Important Mathematical Ideas: <input type="checkbox"/>1 <input type="checkbox"/>2 <input checked="" type="checkbox"/>3 <input type="checkbox"/>4</p> <p>Skills and Procedures: <input type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input checked="" type="checkbox"/>4</p> <p>Mathematical Relationships: <input type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input checked="" type="checkbox"/>4</p>
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any): Function notation not used.	Summary / Justification / Evidence: Define functions recursively from the sequence. Many novel, interesting real-world examples.
Indicate the chapter(s), section(s), and/or page(s) reviewed:	Overall Rating: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4

Domain: <i>Interpreting Functions</i>	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
Standard: F.IF.4	<p>Important Mathematical Ideas: <input type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input checked="" type="checkbox"/>4</p> <p>Skills and Procedures: <input type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input checked="" type="checkbox"/>4</p> <p>Mathematical Relationships: <input type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input checked="" type="checkbox"/>4</p>
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any): Does not discuss end behavior or periodicity.	Summary / Justification / Evidence:
Indicate the chapter(s), section(s), and/or page(s) reviewed:	Overall Rating: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4

Domain: <i>Interpreting Functions</i>	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
Standard: F.IF.5	<p>Important Mathematical Ideas: <input type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input checked="" type="checkbox"/>4</p> <p>Skills and Procedures: <input type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input checked="" type="checkbox"/>4</p> <p>Mathematical Relationships: <input type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input checked="" type="checkbox"/>4</p>
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):	Summary / Justification / Evidence:
Indicate the chapter(s), section(s), and/or page(s) reviewed:	Overall Rating: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4

Domain: <i>Interpreting Functions</i>	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
Standard: F.IF.6	<p>Important Mathematical Ideas: <input type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input checked="" type="checkbox"/>4</p> <p>Skills and Procedures: <input type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input checked="" type="checkbox"/>4</p> <p>Mathematical Relationships: <input type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input checked="" type="checkbox"/>4</p>
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):	Summary / Justification / Evidence:
Indicate the chapter(s), section(s), and/or page(s) reviewed:	Overall Rating: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4

Domain: <i>Interpreting Functions</i>	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
Standard: F.IF.7a	<p>Important Mathematical Ideas: <input type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input checked="" type="checkbox"/>4</p> <p>Skills and Procedures: <input type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input checked="" type="checkbox"/>4</p> <p>Mathematical Relationships: <input type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input checked="" type="checkbox"/>4</p>
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):	Summary / Justification / Evidence:
Indicate the chapter(s), section(s), and/or page(s) reviewed:	Overall Rating: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4

Domain: <i>Interpreting Functions</i>	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
Standard: F.IF.7e	<p>Important Mathematical Ideas: <input type="checkbox"/>1 <input type="checkbox"/>2 <input checked="" type="checkbox"/>3 <input type="checkbox"/>4</p> <p>Skills and Procedures: <input type="checkbox"/>1 <input type="checkbox"/>2 <input checked="" type="checkbox"/>3 <input type="checkbox"/>4</p> <p>Mathematical Relationships: <input type="checkbox"/>1 <input type="checkbox"/>2 <input checked="" type="checkbox"/>3 <input type="checkbox"/>4</p>
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any): No logarithmic or trigonometric.	Summary / Justification / Evidence: Exponential well-developed.
Indicate the chapter(s), section(s), and/or page(s) reviewed:	Overall Rating: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4

Domain: <i>Interpreting Functions</i>	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
Standard: F.IF.9	<p>Important Mathematical Ideas: <input type="checkbox"/>1 <input type="checkbox"/>2 <input checked="" type="checkbox"/>3 <input type="checkbox"/>4</p> <p>Skills and Procedures: <input type="checkbox"/>1 <input type="checkbox"/>2 <input checked="" type="checkbox"/>3 <input type="checkbox"/>4</p> <p>Mathematical Relationships: <input type="checkbox"/>1 <input type="checkbox"/>2 <input checked="" type="checkbox"/>3 <input type="checkbox"/>4</p>
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any): Problems in classwork do not involve this standard.	Summary / Justification / Evidence:
Indicate the chapter(s), section(s), and/or page(s) reviewed:	Overall Rating: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4

Domain: <i>Building Functions</i>	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
Standard: F.BF.1a	<p>Important Mathematical Ideas: <input type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input checked="" type="checkbox"/>4</p> <p>Skills and Procedures: <input type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input checked="" type="checkbox"/>4</p> <p>Mathematical Relationships: <input type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input checked="" type="checkbox"/>4</p>
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):	Summary / Justification / Evidence:
Indicate the chapter(s), section(s), and/or page(s) reviewed:	Overall Rating: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4

Domain: <i>Building Functions</i>	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
Standard: F.BF.1b	<p>Important Mathematical Ideas: <input checked="" type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input type="checkbox"/>4</p> <p>Skills and Procedures: <input checked="" type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input type="checkbox"/>4</p> <p>Mathematical Relationships: <input checked="" type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input type="checkbox"/>4</p>
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any): Not a part of course.	Summary / Justification / Evidence:
Indicate the chapter(s), section(s), and/or page(s) reviewed:	Overall Rating: <input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4

Domain: <i>Building Functions</i>	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
Standard: F.BF.2	<p>Important Mathematical Ideas: <input type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input checked="" type="checkbox"/>4</p> <p>Skills and Procedures: <input type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input checked="" type="checkbox"/>4</p> <p>Mathematical Relationships: <input type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input checked="" type="checkbox"/>4</p>
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):	Summary / Justification / Evidence:
Indicate the chapter(s), section(s), and/or page(s) reviewed:	Overall Rating: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4

Domain: <i>Building Functions</i>	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
Standard: F.BF.3	<p>Important Mathematical Ideas: <input type="checkbox"/>1 <input checked="" type="checkbox"/>2 <input type="checkbox"/>3 <input type="checkbox"/>4</p> <p>Skills and Procedures: <input type="checkbox"/>1 <input checked="" type="checkbox"/>2 <input type="checkbox"/>3 <input type="checkbox"/>4</p> <p>Mathematical Relationships: <input type="checkbox"/>1 <input checked="" type="checkbox"/>2 <input type="checkbox"/>3 <input type="checkbox"/>4</p>
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any): Building one function from another is not developed in Course 1. Function notation not required in Course 1	Summary / Justification / Evidence: General concepts of comparison covered.
Indicate the chapter(s), section(s), and/or page(s) reviewed:	Overall Rating: <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4

Domain: <i>Linear, Quadratic, and Exponential Models</i>	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
Standard: F.LE.1a	<p>Important Mathematical Ideas: <input type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input checked="" type="checkbox"/>4</p> <p>Skills and Procedures: <input type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input checked="" type="checkbox"/>4</p> <p>Mathematical Relationships: <input type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input checked="" type="checkbox"/>4</p>
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):	Summary / Justification / Evidence:
Indicate the chapter(s), section(s), and/or page(s) reviewed:	Overall Rating: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4

Domain: <i>Linear, Quadratic, and Exponential Models</i>	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
Standard: F.LE.1b	<p>Important Mathematical Ideas: <input type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input checked="" type="checkbox"/>4</p> <p>Skills and Procedures: <input type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input checked="" type="checkbox"/>4</p> <p>Mathematical Relationships: <input type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input checked="" type="checkbox"/>4</p>
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):	Summary / Justification / Evidence:
Indicate the chapter(s), section(s), and/or page(s) reviewed:	Overall Rating: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4

Domain: <i>Linear, Quadratic, and Exponential Models</i>	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
Standard: F.LE.1c	<p>Important Mathematical Ideas: <input type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input checked="" type="checkbox"/>4</p> <p>Skills and Procedures: <input type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input checked="" type="checkbox"/>4</p> <p>Mathematical Relationships: <input type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input checked="" type="checkbox"/>4</p>
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):	Summary / Justification / Evidence:
Indicate the chapter(s), section(s), and/or page(s) reviewed:	Overall Rating: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4

Domain: <i>Linear, Quadratic, and Exponential Models</i>	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
Standard: F.LE.2	<p>Important Mathematical Ideas: <input type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input checked="" type="checkbox"/>4</p> <p>Skills and Procedures: <input type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input checked="" type="checkbox"/>4</p> <p>Mathematical Relationships: <input type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input checked="" type="checkbox"/>4</p>
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):	Summary / Justification / Evidence:
Indicate the chapter(s), section(s), and/or page(s) reviewed:	Overall Rating: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4

Domain: <i>Linear, Quadratic, and Exponential Models</i>	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
Standard: F.LE.3	<p>Important Mathematical Ideas: <input type="checkbox"/>1 <input type="checkbox"/>2 <input checked="" type="checkbox"/>3 <input type="checkbox"/>4</p> <p>Skills and Procedures: <input type="checkbox"/>1 <input type="checkbox"/>2 <input checked="" type="checkbox"/>3 <input type="checkbox"/>4</p> <p>Mathematical Relationships: <input type="checkbox"/>1 <input type="checkbox"/>2 <input checked="" type="checkbox"/>3 <input type="checkbox"/>4</p>
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any): Primarily covered in the homework problems; not explicitly as part of a lesson.	Summary / Justification / Evidence: Linear vs exponential modeling - appropriate as per CCSS pathway.
Indicate the chapter(s), section(s), and/or page(s) reviewed:	Overall Rating: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4

Domain: <i>Linear, Quadratic, and Exponential Models</i>	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
Standard: F.LE.5	<p>Important Mathematical Ideas: <input type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input checked="" type="checkbox"/>4</p> <p>Skills and Procedures: <input type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input checked="" type="checkbox"/>4</p> <p>Mathematical Relationships: <input type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input checked="" type="checkbox"/>4</p>
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):	Summary / Justification / Evidence:
Indicate the chapter(s), section(s), and/or page(s) reviewed:	Overall Rating: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4

Domain: <i>Congruence</i>	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
Standard: G.CO.1	<p>Important Mathematical Ideas: <input type="checkbox"/>1 <input type="checkbox"/>2 <input checked="" type="checkbox"/>3 <input type="checkbox"/>4</p> <p>Skills and Procedures: <input type="checkbox"/>1 <input checked="" type="checkbox"/>2 <input type="checkbox"/>3 <input type="checkbox"/>4</p> <p>Mathematical Relationships: <input type="checkbox"/>1 <input checked="" type="checkbox"/>2 <input type="checkbox"/>3 <input type="checkbox"/>4</p>
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any): Nothing with circles or arcs. Most of this standard is covered only in homework problems.	Summary / Justification / Evidence:
Indicate the chapter(s), section(s), and/or page(s) reviewed:	Overall Rating: <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4

Domain: <i>Congruence</i>	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
Standard: G.CO.2	<p>Important Mathematical Ideas: <input type="checkbox"/>1 <input checked="" type="checkbox"/>2 <input type="checkbox"/>3 <input type="checkbox"/>4</p> <p>Skills and Procedures: <input type="checkbox"/>1 <input checked="" type="checkbox"/>2 <input type="checkbox"/>3 <input type="checkbox"/>4</p> <p>Mathematical Relationships: <input type="checkbox"/>1 <input checked="" type="checkbox"/>2 <input type="checkbox"/>3 <input type="checkbox"/>4</p>
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any): No discussion of input/output.	Summary / Justification / Evidence: Transformations as a test of congruence.
Indicate the chapter(s), section(s), and/or page(s) reviewed:	Overall Rating: <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4

Domain: <i>Congruence</i>	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
Standard: G.CO.3	<p>Important Mathematical Ideas: <input type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input checked="" type="checkbox"/>4</p> <p>Skills and Procedures: <input type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input checked="" type="checkbox"/>4</p> <p>Mathematical Relationships: <input type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input checked="" type="checkbox"/>4</p>
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):	Summary / Justification / Evidence:
Indicate the chapter(s), section(s), and/or page(s) reviewed:	Overall Rating: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4

Domain: <i>Congruence</i>	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
Standard: G.CO.4	<p>Important Mathematical Ideas: <input checked="" type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input type="checkbox"/>4</p> <p>Skills and Procedures: <input checked="" type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input type="checkbox"/>4</p> <p>Mathematical Relationships: <input checked="" type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input type="checkbox"/>4</p>
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):	Summary / Justification / Evidence: Discussed in terms of angles only.
Indicate the chapter(s), section(s), and/or page(s) reviewed:	Overall Rating: <input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4

Domain: <i>Congruence</i>	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
Standard: G.CO.5	<p>Important Mathematical Ideas: <input type="checkbox"/>1 <input checked="" type="checkbox"/>2 <input type="checkbox"/>3 <input type="checkbox"/>4</p> <p>Skills and Procedures: <input type="checkbox"/>1 <input checked="" type="checkbox"/>2 <input type="checkbox"/>3 <input type="checkbox"/>4</p> <p>Mathematical Relationships: <input type="checkbox"/>1 <input checked="" type="checkbox"/>2 <input type="checkbox"/>3 <input type="checkbox"/>4</p>
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any): Not well developed. No requirement for students to specify a sequence of transformations.	Summary / Justification / Evidence:
Indicate the chapter(s), section(s), and/or page(s) reviewed:	Overall Rating: <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4

Domain: <i>Congruence</i>	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
Standard: G.CO.6	<p>Important Mathematical Ideas: <input type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input checked="" type="checkbox"/>4</p> <p>Skills and Procedures: <input type="checkbox"/>1 <input checked="" type="checkbox"/>2 <input type="checkbox"/>3 <input type="checkbox"/>4</p> <p>Mathematical Relationships: <input type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input checked="" type="checkbox"/>4</p>
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any): Students are told the concept, but do not have to make predictions.	Summary / Justification / Evidence: The concept is well-explained
Indicate the chapter(s), section(s), and/or page(s) reviewed: pp.370-371	Overall Rating: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4

Domain: <i>Congruence</i>	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
Standard: G.CO.7	<p>Important Mathematical Ideas: <input type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input checked="" type="checkbox"/>4</p> <p>Skills and Procedures: <input type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input checked="" type="checkbox"/>4</p> <p>Mathematical Relationships: <input type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input checked="" type="checkbox"/>4</p>
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):	Summary / Justification / Evidence:
Indicate the chapter(s), section(s), and/or page(s) reviewed: pp.370-371	Overall Rating: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4

Domain: <i>Congruence</i>	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
Standard: G.CO.8	<p>Important Mathematical Ideas: <input type="checkbox"/>1 <input type="checkbox"/>2 <input checked="" type="checkbox"/>3 <input type="checkbox"/>4</p> <p>Skills and Procedures: <input type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input checked="" type="checkbox"/>4</p> <p>Mathematical Relationships: <input type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input checked="" type="checkbox"/>4</p>
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any): Lacks multiple approaches.	Summary / Justification / Evidence: Familiar starting point for development.
Indicate the chapter(s), section(s), and/or page(s) reviewed:	Overall Rating: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4

Domain: <i>Congruence</i>	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
Standard: G.CO.12	<p>Important Mathematical Ideas: <input type="checkbox"/>1 <input type="checkbox"/>2 <input checked="" type="checkbox"/>3 <input type="checkbox"/>4</p> <p>Skills and Procedures: <input type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input checked="" type="checkbox"/>4</p> <p>Mathematical Relationships: <input type="checkbox"/>1 <input type="checkbox"/>2 <input checked="" type="checkbox"/>3 <input type="checkbox"/>4</p>
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any): Bisect segment, construct perpendicular, line parallel	Summary / Justification / Evidence: Bisect angle,
Indicate the chapter(s), section(s), and/or page(s) reviewed: Not part of regular lesson material.	Overall Rating: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4

Domain: <i>Congruence</i>	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
Standard: G.CO.13	<p>Important Mathematical Ideas: <input checked="" type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input type="checkbox"/>4</p> <p>Skills and Procedures: <input checked="" type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input type="checkbox"/>4</p> <p>Mathematical Relationships: <input checked="" type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input type="checkbox"/>4</p>
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):	Summary / Justification / Evidence:
Indicate the chapter(s), section(s), and/or page(s) reviewed: These geometric constructions are not part of Course 1	Overall Rating: <input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4

Domain: <i>Expressing Geometric Properties with Equations</i>	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
Standard: G.GPE.4	<p>Important Mathematical Ideas: <input checked="" type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input type="checkbox"/>4</p> <p>Skills and Procedures: <input checked="" type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input type="checkbox"/>4</p> <p>Mathematical Relationships: <input checked="" type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input type="checkbox"/>4</p>
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):	Summary / Justification / Evidence:
Indicate the chapter(s), section(s), and/or page(s) reviewed: Not a part of Course 1	Overall Rating: <input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4

Domain: <i>Expressing Geometric Properties with Equations</i>	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
Standard: G.GPE.5	<p>Important Mathematical Ideas: <input type="checkbox"/>1 <input checked="" type="checkbox"/>2 <input type="checkbox"/>3 <input type="checkbox"/>4</p> <p>Skills and Procedures: <input type="checkbox"/>1 <input checked="" type="checkbox"/>2 <input type="checkbox"/>3 <input type="checkbox"/>4</p> <p>Mathematical Relationships: <input type="checkbox"/>1 <input checked="" type="checkbox"/>2 <input type="checkbox"/>3 <input type="checkbox"/>4</p>
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any): Not using to solve geometric problems; no proofs required for slopes of parallel lines; perpendicular slope part of homework.	Summary / Justification / Evidence:
Indicate the chapter(s), section(s), and/or page(s) reviewed: p. 177, 180	Overall Rating: <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4

Domain: <i>Expressing Geometric Properties with Equations</i>	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
Standard: G.GPE.7	<p>Important Mathematical Ideas: <input checked="" type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input type="checkbox"/>4</p> <p>Skills and Procedures: <input checked="" type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input type="checkbox"/>4</p> <p>Mathematical Relationships: <input checked="" type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input type="checkbox"/>4</p>
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):	Summary / Justification / Evidence:
Indicate the chapter(s), section(s), and/or page(s) reviewed: Not a part of course 1	Overall Rating: <input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4

Domain: <i>Interpreting Categorical and Quantitative Data</i>	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
Standard: S.ID.1	<p>Important Mathematical Ideas: <input type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input checked="" type="checkbox"/>4</p> <p>Skills and Procedures: <input type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input checked="" type="checkbox"/>4</p> <p>Mathematical Relationships: <input type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input checked="" type="checkbox"/>4</p>
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):	Summary / Justification / Evidence:
Indicate the chapter(s), section(s), and/or page(s) reviewed: Unit 2 - covered extensively	Overall Rating: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4

Domain: <i>Interpreting Categorical and Quantitative Data</i>	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
Standard: S.ID.2	<p>Important Mathematical Ideas: <input type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input checked="" type="checkbox"/>4</p> <p>Skills and Procedures: <input type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input checked="" type="checkbox"/>4</p> <p>Mathematical Relationships: <input type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input checked="" type="checkbox"/>4</p>
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):	Summary / Justification / Evidence:
Indicate the chapter(s), section(s), and/or page(s) reviewed:	Overall Rating: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4

Domain: <i>Interpreting Categorical and Quantitative Data</i>	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
Standard: S.ID.3	<p>Important Mathematical Ideas: <input type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input checked="" type="checkbox"/>4</p> <p>Skills and Procedures: <input type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input checked="" type="checkbox"/>4</p> <p>Mathematical Relationships: <input type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input checked="" type="checkbox"/>4</p>
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):	Summary / Justification / Evidence:
Indicate the chapter(s), section(s), and/or page(s) reviewed:	Overall Rating: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4

Domain: <i>Interpreting Categorical and Quantitative Data</i>	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
Standard: S.ID.5	<p>Important Mathematical Ideas: <input type="checkbox"/>1 <input type="checkbox"/>2 <input checked="" type="checkbox"/>3 <input type="checkbox"/>4</p> <p>Skills and Procedures: <input type="checkbox"/>1 <input type="checkbox"/>2 <input checked="" type="checkbox"/>3 <input type="checkbox"/>4</p> <p>Mathematical Relationships: <input type="checkbox"/>1 <input type="checkbox"/>2 <input checked="" type="checkbox"/>3 <input type="checkbox"/>4</p>
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any): Trends; joints, marginal and conditional relative frequencies; two-way frequency table only in 1 homework problem.	Summary / Justification / Evidence:
Indicate the chapter(s), section(s), and/or page(s) reviewed:	Overall Rating: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4

Domain: <i>Interpreting Categorical and Quantitative Data</i>	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
Standard: S.ID.6a	<p>Important Mathematical Ideas: <input type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input checked="" type="checkbox"/>4</p> <p>Skills and Procedures: <input type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input checked="" type="checkbox"/>4</p> <p>Mathematical Relationships: <input type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input checked="" type="checkbox"/>4</p>
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any): Quadratic not developed as to best-fit lines.	Summary / Justification / Evidence:
Indicate the chapter(s), section(s), and/or page(s) reviewed:	Overall Rating: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4

Domain: <i>Interpreting Categorical and Quantitative Data</i>	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
Standard: S.ID.6b	<p>Important Mathematical Ideas: <input checked="" type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input type="checkbox"/>4</p> <p>Skills and Procedures: <input checked="" type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input type="checkbox"/>4</p> <p>Mathematical Relationships: <input checked="" type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input type="checkbox"/>4</p>
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):	Summary / Justification / Evidence:
Indicate the chapter(s), section(s), and/or page(s) reviewed: Residuals not a part of Course 1	Overall Rating: <input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4

Domain: <i>Interpreting Categorical and Quantitative Data</i>	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
Standard: S.ID.6c	<p>Important Mathematical Ideas: <input type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input checked="" type="checkbox"/>4</p> <p>Skills and Procedures: <input type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input checked="" type="checkbox"/>4</p> <p>Mathematical Relationships: <input type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input checked="" type="checkbox"/>4</p>
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):	Summary / Justification / Evidence:
Indicate the chapter(s), section(s), and/or page(s) reviewed:	Overall Rating: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4

Domain: <i>Interpreting Categorical and Quantitative Data</i>	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
Standard: S.ID.7	<p>Important Mathematical Ideas: <input type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input checked="" type="checkbox"/>4</p> <p>Skills and Procedures: <input type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input checked="" type="checkbox"/>4</p> <p>Mathematical Relationships: <input type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input checked="" type="checkbox"/>4</p>
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):	Summary / Justification / Evidence:
Indicate the chapter(s), section(s), and/or page(s) reviewed:	Overall Rating: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4

Domain: <i>Interpreting Categorical and Quantitative Data</i>	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
Standard: S.ID.8	<p>Important Mathematical Ideas: <input checked="" type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input type="checkbox"/>4</p> <p>Skills and Procedures: <input checked="" type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input type="checkbox"/>4</p> <p>Mathematical Relationships: <input checked="" type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input type="checkbox"/>4</p>
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):	Summary / Justification / Evidence:
Indicate the chapter(s), section(s), and/or page(s) reviewed: Not a part of Course 1	Overall Rating: <input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4

Domain: <i>Interpreting Categorical and Quantitative Data</i>	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
Standard: S.ID.9	<p>Important Mathematical Ideas: <input checked="" type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input type="checkbox"/>4</p> <p>Skills and Procedures: <input checked="" type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input type="checkbox"/>4</p> <p>Mathematical Relationships: <input checked="" type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input type="checkbox"/>4</p>
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any): Does not use vocabulary of standard; not well developed beyond this example.	Summary / Justification / Evidence:
Indicate the chapter(s), section(s), and/or page(s) reviewed: p. 44 manatee problem	Overall Rating: <input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4

Reviewed By: _____

Title of Instructional Materials: _____

Documenting Alignment to the Standards for Mathematical Practice

1. Make sense of problems and persevere in solving them.

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?" They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

Indicate the chapter(s), section(s), or page(s) reviewed.

Unit 1 (whole text!)

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence

Always asking for explanation or speculation about problem solutions or experimentation data.

Provide "student" work & asked to explain steps, justify, analyze
- does work make sense

Overall Rating



Reviewed By: _____

Title of Instructional Materials: _____

Documenting Alignment to the Standards for Mathematical Practice

2. Reason abstractly and quantitatively.

Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to decontextualize—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to contextualize, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.

Indicate the chapter(s), section(s), or page(s) reviewed.

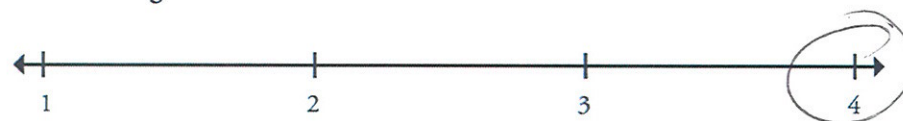
Unit 3
SP P. 151-156

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence

Starts with contextualized,
then decontextualized building
linear eq. Similar instances for
exponential

Overall Rating



Reviewed By: _____

Title of Instructional Materials: _____

Documenting Alignment to the Standards for Mathematical Practice

3. Construct viable arguments and critique the reasoning of others.

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

Indicate the chapter(s), section(s), or page(s) reviewed.

Unit 1 (~~Unit~~ All ...)

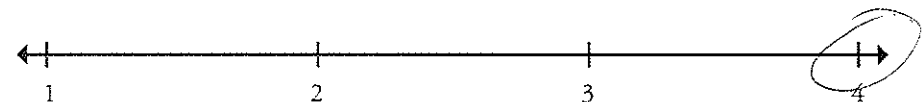
Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence

Every problem (except the few w/o context) requires students to justify/explain their solutions.

STM, TATS have students discuss, speculate, critique others' responses

Overall Rating



Documenting Alignment to the Standards for Mathematical Practice

4. Model with mathematics.

Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.

Indicate the chapter(s), section(s), or page(s) reviewed.

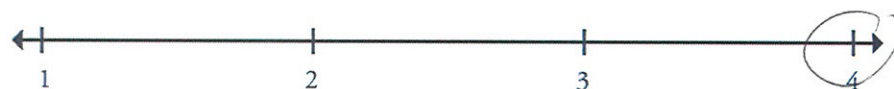
Unit 1 & 3

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence

Primarily formulas & graphs
But just about everything in the
book builds from context.
Students have to analyze & interpret

Overall Rating



Reviewed By: _____

Title of Instructional Materials: _____

Documenting Alignment to the Standards for Mathematical Practice

5. Use appropriate tools strategically.

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

Indicate the chapter(s), section(s), or page(s) reviewed.

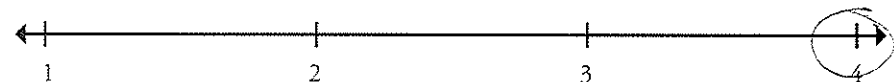
Unit 2 (All...)

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence

Text comes with excellent software - CPM tools
- CAS, spreadsheets, statistical pkg, geometry
Always opportunities to use CPM tools
throughout text

Overall Rating



Reviewed By: _____

Title of Instructional Materials: _____

Documenting Alignment to the Standards for Mathematical Practice

6. Attend to precision.

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

Indicate the chapter(s), section(s), or page(s) reviewed.

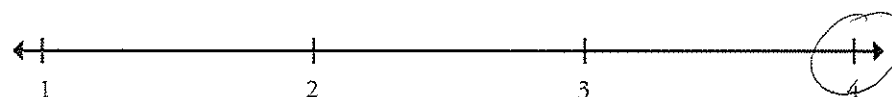
Unit 1-2 All

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence

Contextual aspect makes units and labeling automatic (kind of)
Provides basis for precision with respect to units

Overall Rating



Reviewed By: _____

Title of Instructional Materials: _____

Documenting Alignment to the Standards for Mathematical Practice

7. Look for and make use of structure.

Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y .

Indicate the chapter(s), section(s), or page(s) reviewed.

Unit 1
 Δ formulas \Rightarrow height

Summary/Justification/Evidence

Text is always asking
how to make use of data...

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Overall Rating



Reviewed By: _____

Title of Instructional Materials: _____

Documenting Alignment to the Standards for Mathematical Practice

8. Look for and express regularity in repeated reasoning.

Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. By paying attention to the calculation of slope as they repeatedly check whether points are on the line through (1, 2) with slope 3, middle school students might abstract the equation $(y - 2)/(x - 1) = 3$. Noticing the regularity in the way terms cancel when expanding $(x - 1)(x + 1)$, $(x - 1)(x^2 + x + 1)$, and $(x - 1)(x^3 + x^2 + x + 1)$ might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.

Indicate the chapter(s), section(s), or page(s) reviewed.

Unit 1

Bungee population
finding growth rate
then population change

Summary/Justification/Evidence

Whales
- natural
- hunting
- both

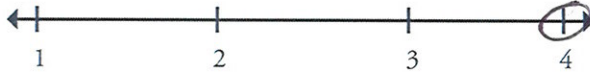



Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Overall Rating



Quantities (N-Q)

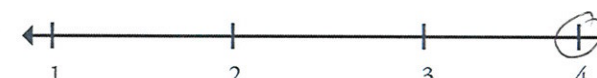
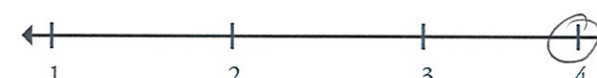
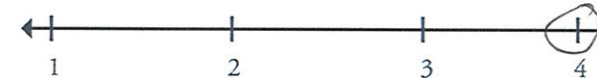
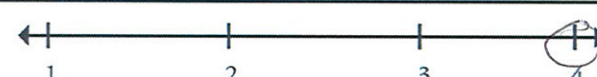
83(9, 14v) 110-112

Reason quantitatively and use units to solve problems.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
<p>N-Q.1</p> <p>Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.*</p> <p>Note: Foundation for work with expressions, equations and functions.</p> <p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p> <p>Penny stacking activity p.83, 84</p> <p>Cholesterol p.83</p> <p>Students make histograms & experiment with window</p>	<div> <div>Important Mathematical Ideas</div>  </div> <div> <div>Skills and Procedures</div>  </div> <div> <div>Mathematical Relationships</div>  </div> <div> <div>Summary / Justification / Evidence</div> <p>statistical analysis of real-world activity that requires students to do more than just calculate values, but to interpret meanings of these values</p> </div> <div> <div>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</div> </div> <div> <div>Overall Rating</div>  </div>

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Quantities (N-Q)

4-5, 324

Reason quantitatively and use units to solve problems.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
N-Q.2 Define appropriate quantities for the purpose of descriptive modeling.* Note: Foundation for work with expressions, equations and functions.	<p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p> <p>Summary / Justification / Evidence <i>Modeling real-world scenario for data collection Students take measurements & manipulate</i> </p> <p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p>
Indicate the chapter(s), section(s), and/or page(s) reviewed. <i>Bungee experiment p 4-5</i>	Overall Rating 

Quantities (N-Q)

49-51

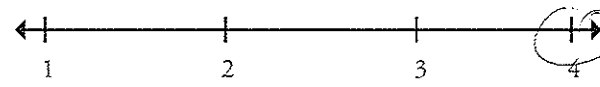
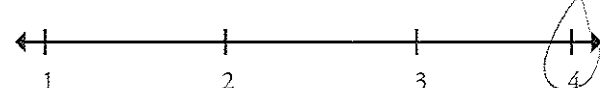
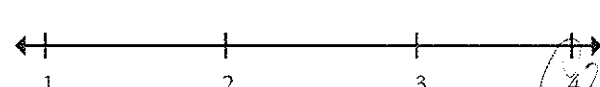
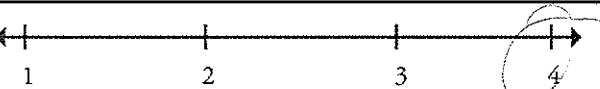
Indicate the chapter(s), section(s), and/or page(s) reviewed.

p. 49-51

Deriving formulas for area & perimeter
Student edition does not
address sig figs or

Title of Instructional Materials: _____

Seeing Structure in Expressions (A-SSE)

<p>Interpret the structure of expressions.</p>	<p>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</p>
<p>A-SSE.1b</p> <ol style="list-style-type: none"> 1. Interpret expressions that represent a quantity in terms of its context.* <ol style="list-style-type: none"> a. Interpret complicated expressions by viewing one or more of their parts as a single entity. <i>For example, interpret $P(1+r)^n$ as the product of P and a factor not depending on P.</i> <p>Note: Linear expressions and exponential expressions with integer exponents.</p> <p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p> <div style="position: relative; height: 400px;"> P-152-160 #1c credit card sales addends of linear w/ single entity #6 explain rule → graph #1 c,d banking booth p-290 297 STM $y = a(bx)$ what do values tell about pattern 298 CIV </div>	<p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p> <p>Summary / Justification / Evidence</p> <p>All formulas are built as parts from context, so each part is independent from get go.</p> <p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p> <p>Overall Rating </p>

Reviewed By: _____

Title of Instructional Materials: _____

MATHEMATICS I — ALGEBRA (A)

Creating Equations (A-CED)

190, 200, 203(9)

Create equations that describe numbers or relationships.

Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.

A-CED.1

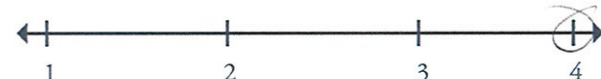
Create equations and inequalities in one variable and use them to solve problems. *Include equations arising from linear and quadratic functions, and simple rational and exponential functions.**

Note: Linear, and exponential (integer inputs only).

Important Mathematical Ideas



Skills and Procedures



Mathematical Relationships



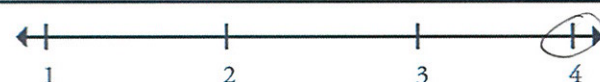
Summary / Justification / Evidence

*Real-world, connected to previous examples
why?*

Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):

Rational not addressed independently

Overall Rating







Indicate the chapter(s), section(s), and/or page(s) reviewed.

*p. 190 #4 linear
p. 292 #3 exponential p. 295 #3
293 sm
p. 465 #2 quadratic
(p. 13 C40 rational)*

Creating Equations (A-CED)





190,200

Creating Equations (A-CED)

Create equations that describe numbers or relationships.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
<p>A-CED.3</p> <p>Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or non-viable options in a modeling context. <i>For example, represent inequalities describing nutritional and cost constraints on combinations of different foods.*</i></p> <p>Note: Linear (integer inputs only).</p>	<p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p> <p>Summary / Justification / Evidence <i>Discussion mainly limited by values that cannot be negative</i></p>
<p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p> <p><i>Unit 3 Lesson 2</i></p>	<p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p>
	<p>Overall Rating </p>

Creating Equations (A-CED)

455 (34)

Create equations that describe numbers or relationships.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
A-CED.4 Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. <i>For example, rearrange Ohm's law $V = IR$ to highlight resistance R.</i> * Note: Linear, and exponential (integer inputs only).	<p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p> <p>Summary / Justification / Evidence <i>Limited to one example...</i> </p>
Indicate the chapter(s), section(s), and/or page(s) reviewed. <i>p. 455 #34</i> <i>Didn't find any other place addressing this</i>	<p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p>
	Overall Rating 

Reviewed By: _____

Title of Instructional Materials: _____

MATHEMATICS I — ALGEBRA (A)

Reasoning with Equations and Inequalities (A-REI) ~~H-13, 26-31, 52-58~~

Understand solving equations as a process of reasoning and explain the reasoning.

A-REI.1

Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.

Note: Master linear, learn as general principle.

Indicate the chapter(s), section(s), and/or page(s) reviewed.

*p. 191 - 193
all
analyze "student" solution
profits
STM a
equation*

*p. 195 - 197
inequality
STM c
solving ineq
sim/dif solve
equation*

Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.

Important Mathematical Ideas



Skills and Procedures



Mathematical Relationships

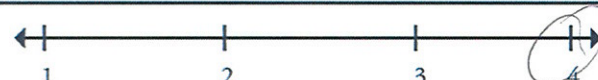


Summary / Justification / Evidence

Arguments for answers throughout text

Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):

Overall Rating


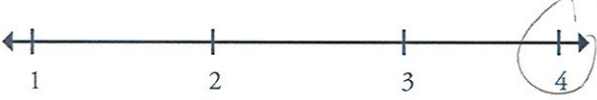




Reviewed By: _____

Title of Instructional Materials: _____





MATHEMATICS I — ALGEBRA (A)

Reasoning with Equations and Inequalities (A-REI) ~~186-190, 201-208~~

<p>Solve equations and inequalities in one variable.</p>	<p>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</p>
<p>A-REI.3</p> <p>Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.</p> <p>Note: Linear inequalities; literal that are linear in the variables being solved for; exponential of a form, such as $2^x = 1/16$.</p>	<p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p> <p>Summary / Justification / Evidence <i>All in context - what does it mean if $x=a \rightarrow$ meaning of value for y</i></p>
<p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p> <p><i>p. 186-208</i> <i>p. 188 walk-through (doctors)</i> <i>189 solve using tables</i> <i>p. 190 checking if $x=y$?</i></p> <p><i>190-2</i> <i>steps to solve</i> <i>p. 210 #8 coefficient is variable \uparrow but not specific, discrete</i> <i>exp p. 304 #1-4 (naked)</i></p>	<p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p> <p>Overall Rating </p>

Source: *Journal of the American Statistical Association*, 1997, Vol. 92, No. 439, pp. 1092-1104. Copyright 1997 by the American Statistical Association.

Reasoning with Equations and Inequalities (A-REI)

Solve systems of equations.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
A-REI.5 Prove that, given a system of two equations in two variables, replacing one equation by the sum of that equation and a multiple of the other produces a system with the same solutions. Note: Linear systems.	<div>Important Mathematical Ideas </div> <div>Skills and Procedures </div> <div>Mathematical Relationships </div> <div>Summary / Justification / Evidence</div>
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
	Overall Rating 

Reasoning with Equations and Inequalities (A-REI)

Indicate the chapter(s), section(s), and/or page(s) reviewed.

197-200 Internet cafe
#1 write rules & analyze content
#2, 3 solving
#4 (naked)
tabular algebraic graph
business applications

Reasoning with Equations and Inequalities (A-REI) 11-13, 26-31

A-REI.10

Note: Linear and exponential; learn as general principle.

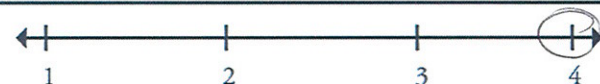
p. 11 - 12 NASCAR
Part time work (S)
P-53 #1

Important Mathematical Ideas



All in context
questions designed to identify units that go w/each pt.

Overall Rating



Reasoning with Equations and Inequalities (A-REI) 184-190, 210(28)




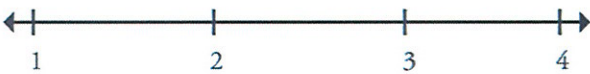
The Charles A. Dana Center 28

Reviewed By: _____

Title of Instructional Materials:

MATHEMATICS I — ALGEBRA (A)




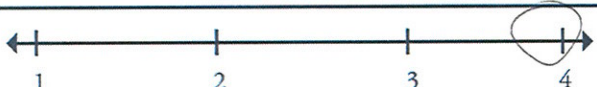
Reasoning with Equations and Inequalities (A-REI)

Represent and solve equations and inequalities graphically.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
A-REI.12 Graph the solutions to a linear inequality in two variables as a half-plane (excluding the boundary in the case of a strict inequality), and graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-planes. Note: Linear and exponential; learn as general principle.	<p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p> <p>Summary / Justification / Evidence</p>
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
	Overall Rating 

Interpreting Functions (F-IF)

Interpreting Functions (F-IF)

26-44, 150-161

<p>Understand the concept of a function and use function notation.</p> <p>F-IF.3</p> <p>Recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers. <i>For example, the Fibonacci sequence is defined recursively by $f(0) = f(1) = 1$, $f(n+1) = f(n) + f(n-1)$ for $n \geq 1$.</i></p> <p>Note: Learn as general principle. Focus on linear and exponential (integer domains) and on arithmetic and geometric sequences.</p> <p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p> <p>Now - NEXT Equations are used throughout text.</p> <p>p. 26 #5 #7</p> <p>p. 152 #1c</p>	<p>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</p> <p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p> <p>Summary / Justification / Evidence</p>
	<p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p> <p>Overall Rating </p>

Interpreting Functions (F-IF)

2-17, 152-154





Reviewed By: _____

Title of Instructional Materials: _____

MATHEMATICS I — FUNCTIONS (F)

Interpreting Functions (F-IF)

2-17, 26-39

Interpret functions that arise in applications in terms of the context.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
<p>F-IF.5</p> <p>Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. <i>For example, if the function $h(n)$ gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function.*</i></p> <p>Note: Linear and exponential, (linear domain).</p>	<p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p> <p>Summary / Justification / Evidence</p>
<p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p> <p>p.34 #7</p> <p>Again - contextual aspect of problem drives discussion of domain - what x-values does it make sense to look at?</p>	<p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p> <p>Overall Rating </p>

Interpreting Functions (F-IF)

155-156, 158, 161-168


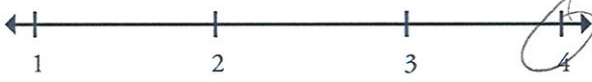
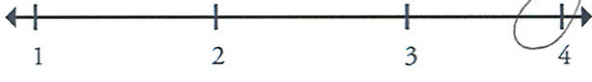
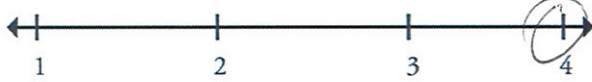
Reviewed By: _____

Title of Instructional Materials: _____

MATHEMATICS I — FUNCTIONS (F)

Interpreting Functions (F-IF)

150-182

Analyze functions using different representations.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
F-IF.7a 7. Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.* a. Graph linear and quadratic functions and show intercepts, maxima, and minima. Note: Linear and exponential.	<p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p> <p>Summary / Justification / Evidence <i>Not only identifying key points, but delving into as discussion of meaning</i></p> <p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p> <p>Overall Rating </p>
<p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p> <p><i>p. 154 #4</i> <i>p. 5 #2a</i> <i>p. 170 #5, 7</i> <i>p. 476 #6, 7, 8b</i></p>	

Reviewed By: _____

Title of Instructional Materials: _____

MATHEMATICS I — FUNCTIONS (F)

Interpreting Functions (F-IF)

292-303

Analyze functions using different representations.

Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.

F-IF.7e

7. Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.*

- e. Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude.

Note: Linear and exponential.

Important Mathematical Ideas



Skills and Procedures



Mathematical Relationships



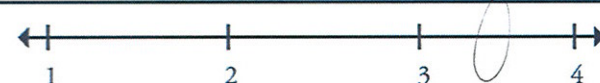
Summary / Justification / Evidence

Everything built from real-world data/relationships
Students have to think about meaning of relationship
how this affects graph

Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):

No logarithmic
or trigonometric

Overall Rating



Indicate the chapter(s), section(s), and/or page(s) reviewed.

plotting done from table 1st then rule written
p. 294 C4U
p. 299 # 4
p. 300 STM
301 C4U

Reviewed By: _____

Title of Instructional Materials: _____

MATHEMATICS I — FUNCTIONS (F)

Interpreting Functions (F-IF)

314 (21) 345 (2)

Analyze functions using different representations.

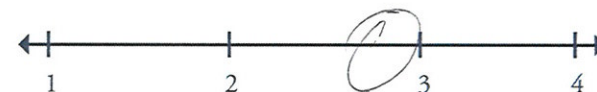
Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.

F-IF.9

Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given a graph of one quadratic function and an algebraic expression for another, say which has the larger maximum.

Note: Linear and exponential.

Important Mathematical Ideas



Skills and Procedures



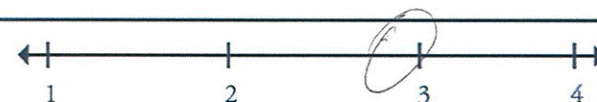
Mathematical Relationships



Summary / Justification / Evidence

Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):

Overall Rating



Indicate the chapter(s), section(s), and/or page(s) reviewed.

P. 314 #21

P. 345 #21

This problem addresses the standard, but nothing quite like it in classwork...

Building Functions (F-BF)

26-44, 150-154

Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.

Important Mathematical Ideas

-
- A horizontal number line with arrows at both ends. It has tick marks labeled 1, 2, 3, and 4. The number 4 is circled.

Skills and Procedures

A horizontal number line with arrows at both ends. It has tick marks labeled 1, 2, 3, and 4. The point 4 is circled.

Summary / Justification / Evidence
Reading comprehension, analyze scenario, → NOVA/NEXT,
symbolic

Overall Rating

A horizontal number line with arrows at both ends. There are four tick marks labeled 1, 2, 3, and 4 from left to right. The tick mark for 4 is circled.

p. 152 #1 recursive

P-158 #2 explicit

p. 28-29

p-48 #1-4

p. 292-3

Building Functions (F-BF)



Building Functions (F-BF)

26-44, 150-161

Indicate the chapter(s), section(s), and/or page(s) reviewed.

ia
P. 292 #1
#3 recursive
#5 recursive formula
GP. 295 #1

A
P-152 #1 Recursive
P-153 #2e →
P-158 #1c

Reviewed By: _____

Title of Instructional Materials: _____

MATHEMATICS I — FUNCTIONS (F)

Building Functions (F-BF)

153, 155, 177(22)

Build new functions from existing functions.

Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.

F-BF.3

Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$, $k f(x)$, $f(kx)$, and $f(x + k)$ for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. *Include recognizing even and odd functions from their graphs and algebraic expressions for them.*

Note: Linear and exponential; focus on vertical translations for exponential.

Important Mathematical Ideas



Skills and Procedures



Mathematical Relationships



Summary / Justification / Evidence

Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):

$k(f(x))$ $f(kx)$ $f(x+k)$

Overall Rating



Indicate the chapter(s), section(s), and/or page(s) reviewed.

P. 153 #3 $f(x) + k$
P. 155 #5
Focus is not
on replacing
though

explaining
effects on graphs
of diff m & b
but not as
building a new
function
from
existing





Reviewed By: _____

Title of Instructional Materials: _____

MATHEMATICS I — FUNCTIONS (F)

Linear, Quadratic, and Exponential Models (F-LE)

175(16) 303(STM)

<p>Construct and compare linear, quadratic, and exponential models and solve problems.</p>	<p>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</p>
<p>F-LE.1a</p> <p>1. Distinguish between situations that can be modeled with linear functions and with exponential functions.</p> <p>a. Prove that linear functions grow by equal differences over equal intervals, and that exponential functions grow by equal factors over equal intervals.*</p> <p>Note: Linear and exponential.</p>	<p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p> <p>Summary / Justification / Evidence</p>
<p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p> <p>p. 293 #5 p. 303 STM A small part, but recaps linear & exp. clearly as to graphs & tables not just rules but thinking @ covered independently in corresponding units</p>	<p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p> <p>well developed? idk</p> <p>Overall Rating </p>

p. 293 STM exp vs. linear

Linear, Quadratic, and Exponential Models (F-LE) 26-45, 150-183

Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.

1. Distinguish between situations that can be modeled with linear functions and with exponential functions.
 - b. Recognize situations in which one quantity changes at a constant rate per unit interval relative to another.*

Important Mathematical Ideas



Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):

well developed.

✓ P. 150-153
#1-2

E P. 291-293
1-5, STM

Not sure about
distinguish... STM P. 293 b
for sure

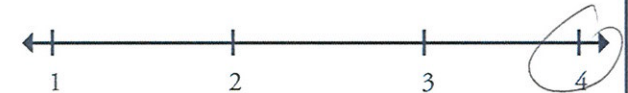
other parts?

Linear, Quadratic, and Exponential Models (F-LE) 27-32, 36-44

Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.

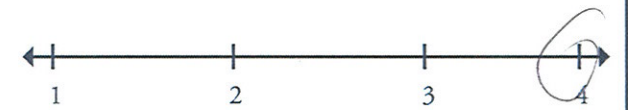
1. Distinguish between situations that can be modeled with linear functions and with exponential functions.
 - c. Recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another.*

Important Mathematical Ideas



[Signature]





Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):

Handwritten signature: *Handwritten signature*

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p-29 # 6, 8
 changing growth rates
 & hunting quotas
 All linear
 p-30 # 6
 STM C
 interest rates
 p-301 C4U

Reviewed By: _____

Title of Instructional Materials: _____

MATHEMATICS I — FUNCTIONS (F)

Linear, Quadratic, and Exponential Models (F-LE) *26-45, 157-183*

Construct and compare linear, quadratic, and exponential models and solve problems.

Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.

F-LE.2

Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table).*

Note: Linear and exponential.

Important Mathematical Ideas



Skills and Procedures



Mathematical Relationships

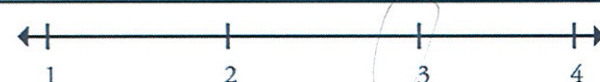


Summary / Justification / Evidence

Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):

sequences in form of next-now...

Overall Rating



Indicate the chapter(s), section(s), and/or page(s) reviewed.

*P-157 #1 context
#3 table
P-160 #6 2pts
P-161-167 lines of best fit*

*P-295 #1 table
P-324-325 context → table → rule
P-329-331 best fit*

Linear, Quadratic, and Exponential Models (F-LE) 310 (9) 311 (11)

Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.

Observe using graphs and tables that a quantity increasing exponentially eventually exceeds a quantity increasing linearly, quadratically, or (more generally) as a polynomial function.*

Important Mathematical Ideas



A horizontal number line with arrows at both ends. It has four tick marks labeled 1, 2, 3, and 4 from left to right. The number 2 is circled with a hand-drawn loop.

Indicate the chapter(s), section(s), and/or page(s) reviewed.

Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):

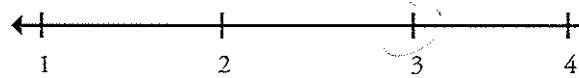



no quadratics
polynomial

Linear, Quadratic, and Exponential Models (F-LE) 26-45, 153-183

#2 p. 356 write own
based on context


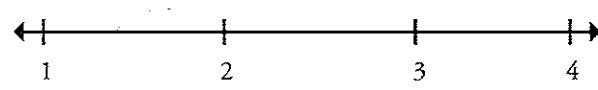
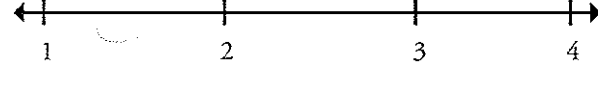
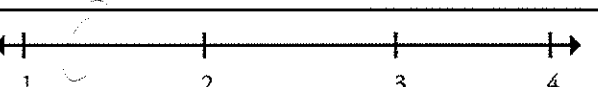
Title of Instructional Materials:

Congruence (G-CO)

Experiment with transformations in the plane.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
<p>G-CO.1</p> <p>Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc.</p> <p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p> <p>p. 343 angles → Δ perpen/parallel → □ ▭ distance → perimeters</p> <p>p. 384 angle</p> <p>p. 391 parallel #18</p>	<p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p> <p>Summary / Justification / Evidence</p>
	<p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p> <p>circles arcs most work in the problems - w/ class activities</p> <p>not well developed</p>
	<p>Overall Rating </p>

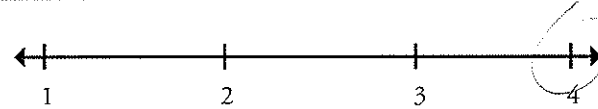

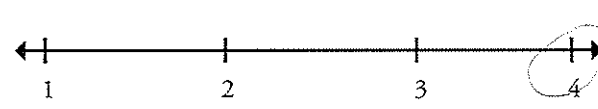
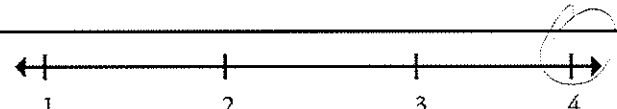
Title of Instructional Materials: _____

Congruence (G-CO)

Experiment with transformations in the plane.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
G-CO.2 Represent transformations in the plane using, e.g., transparencies and geometry software; describe transformations as functions that take points in the plane as inputs and give other points as outputs. Compare transformations that preserve distance and angle to those that do not (e.g., translation versus horizontal stretch).	<div>Important Mathematical Ideas </div> <div>Skills and Procedures </div> <div>Mathematical Relationships </div> <div>Summary / Justification / Evidence</div>
Indicate the chapter(s), section(s), and/or page(s) reviewed. <i>p-370 transf as test for congruence position orientation not well developed</i>	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any): <i>input/output preserve distance/angle comparison</i>
	Overall Rating 

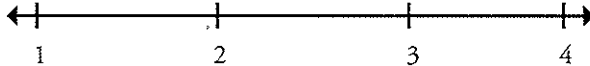

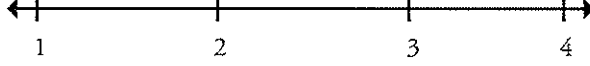

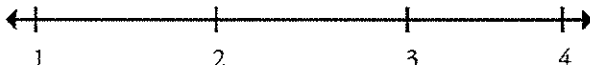
Title of Instructional Materials: _____

Congruence (G-CO)

Experiment with transformations in the plane.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
G-CO.3 Given a rectangle, parallelogram, trapezoid, or regular polygon, describe the rotations and reflections that carry it onto itself.	<p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p> <p>Summary / Justification / Evidence</p>
Indicate the chapter(s), section(s), and/or page(s) reviewed. <i>p. 398-403 #3 rotational sym #4 refl sym p. 402 other non-reg. poly not same symmetries p. 403 STM</i>	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
	Overall Rating 

Title of Instructional Materials: _____

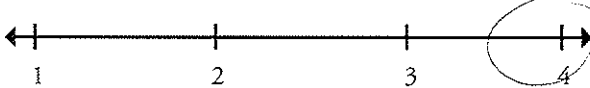
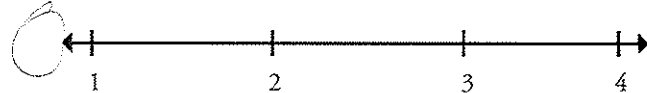

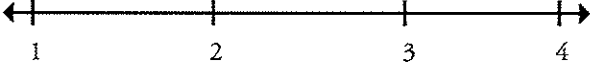
Congruence (G-CO)

Experiment with transformations in the plane.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
<p>G-CO.4</p> <p>Develop definitions of rotations, reflections, and translations in terms of angles, circles, perpendicular lines, parallel lines, and line segments.</p> <p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p>	<div>Important Mathematical Ideas </div> <div>Skills and Procedures </div> <div>Mathematical Relationships </div> <div>Summary / Justification / Evidence</div>
	<p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p>
	<div>Overall Rating </div>

Congruence (G-CO)

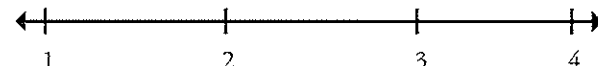
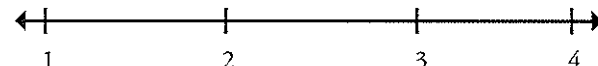
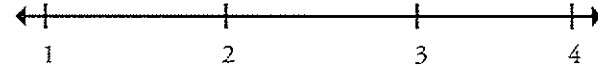
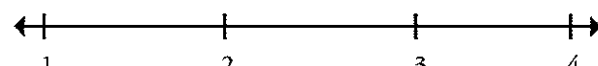
Title of Instructional Materials: _____

Congruence (G-CO)

Understand congruence in terms of rigid motions.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
<p>G-CO.6</p> <p>Use geometric descriptions of rigid motions to transform figures and to predict the effect of a given rigid motion on a given figure; given two figures, use the definition of congruence in terms of rigid motions to decide if they are congruent.</p> <p>Note: Build on rigid motions as a familiar starting point for development of concept of geometric proof.</p> <p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p> <p>P-370-371 #1 #2</p> <p>brief discussion earlier investigation → build Δ's out of dry spaghetti how many can you build - rigidity</p> <p>Don't have to decide – just told</p>	<p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p> <p>Summary / Justification / Evidence</p> <hr/> <p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p> <p style="text-align: center;">?</p> <p>Overall Rating </p>

Title of Instructional Materials: _____

Congruence (G-CO)

Understand congruence in terms of rigid motions.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
G-CO.7 Use the definition of congruence in terms of rigid motions to show that two triangles are congruent if and only if corresponding pairs of sides and corresponding pairs of angles are congruent. Note: Build on rigid motions as a familiar starting point for development of concept of geometric proof.	<div>Important Mathematical Ideas </div> <div>Skills and Procedures </div> <div>Mathematical Relationships </div> <div>Summary / Justification / Evidence</div>
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
	Overall Rating 

Title of Instructional Materials:

Congruence (G-CO)

56

Reviewed By: _____

Title of Instructional Materials: _____

MATHEMATICS I — GEOMETRY (G)

Congruence (G-CO)

Make geometric constructions.

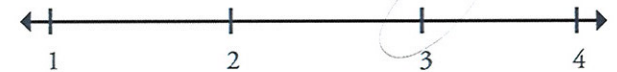
G-CO.12

Make formal geometric constructions with a variety of tools and methods (compass and straightedge, string, reflective devices, paper folding, dynamic geometric software, etc.). *Copying a segment; copying an angle; bisecting a segment; bisecting an angle; constructing perpendicular lines, including the perpendicular bisector of a line segment; and constructing a line parallel to a given line through a point not on the line.*

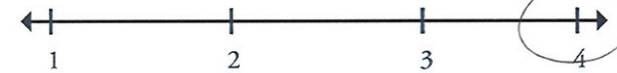
Note: Formalize and explain processes.

Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.

Important Mathematical Ideas



Skills and Procedures



Mathematical Relationships



Summary / Justification / Evidence

Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):

bisect a segment
construct perp.
line parallel

Overall Rating



Indicate the chapter(s), section(s), and/or page(s) reviewed.

#8 bisecting
an angle
perp bisector → left open

#9 And algorithm
& argue

Not well
developed - part of HW
not class
but I guess

P. 400-401
#2 construct reg
polygons (angles)

you could do it as a class ----

Reviewed By: _____

Title of Instructional Materials: _____

MATHEMATICS I — GEOMETRY (G)

Congruence (G-CO)

Make geometric constructions.

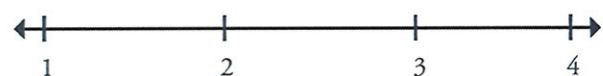
G-CO.13

Construct an equilateral triangle, a square, and a regular hexagon inscribed in a circle.

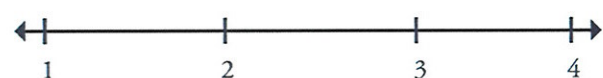
Note: Formalize and explain processes.

Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.

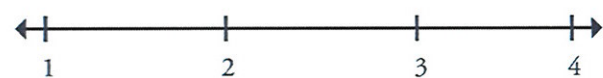
Important Mathematical Ideas



Skills and Procedures



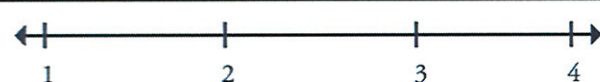
Mathematical Relationships



Summary / Justification / Evidence

Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):

Overall Rating


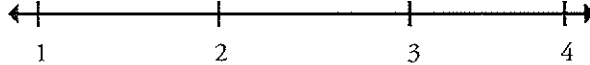
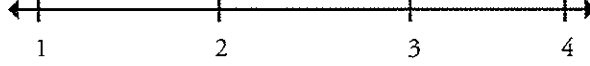
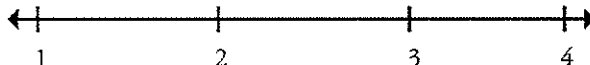


Indicate the chapter(s), section(s), and/or page(s) reviewed.

not in correlation into

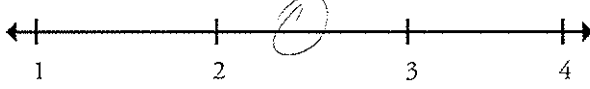
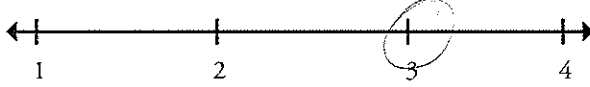
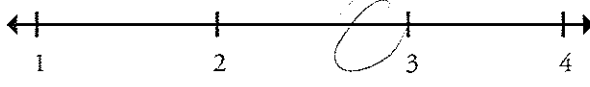
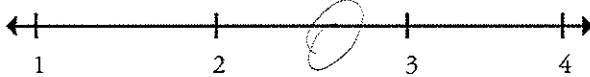
Title of Instructional Materials: _____

Expressing Geometric Properties with Equations (G-GPE)

<p>Use coordinates to prove simple geometric theorems algebraically.</p>	<p>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</p>
<p>G-GPE.4</p> <p>Use coordinates to prove simple geometric theorems algebraically. <i>For example, prove or disprove that a figure defined by four given points in the coordinate plane is a rectangle; prove or disprove that the point $(1, \sqrt{3})$ lies on the circle centered at the origin and containing the point $(0, 2)$.</i></p> <p>Note: Include distance formula; relate to Pythagorean theorem.</p> <p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p>	<div>Important Mathematical Ideas </div> <div>Skills and Procedures </div> <div>Mathematical Relationships </div> <div>Summary / Justification / Evidence</div>
	<p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p> <div>Overall Rating </div>

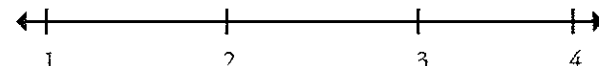

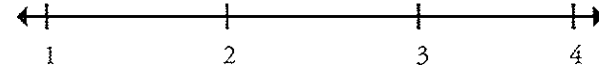
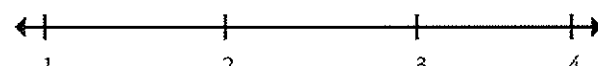
Title of Instructional Materials: _____

Expressing Geometric Properties with Equations (G-GPE)

<p>Use coordinates to prove simple geometric theorems algebraically.</p>	<p>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</p>
<p>G-GPE.5</p> <p>Prove the slope criteria for parallel and perpendicular lines and use them to solve geometric problems (e.g., find the equation of a line parallel or perpendicular to a given line that passes through a given point).</p> <p>Note: Include distance formula; relate to Pythagorean theorem.</p> <p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p> <div style="position: relative;"> P. 177 #22 constructing parallel (asked) how do you know lines are parallel 180 #30 nice example of inquiry → construct ⊥ & find slope (asked) </div>	<p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p> <p>Summary / Justification / Evidence</p>
	<p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p> <p style="font-size: 1.2em; font-family: cursive;">not really not really used to solve geometric problem</p> <p>Overall Rating </p>

Title of Instructional Materials: _____

Expressing Geometric Properties with Equations (G-GPE)

Use coordinates to prove simple geometric theorems algebraically.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
G-GPE.7 Use coordinates to compute perimeters of polygons and areas of triangles and rectangles, e.g., using the distance formula.* Note: Include distance formula; relate to Pythagorean theorem.	<div>Important Mathematical Ideas </div> <div>Skills and Procedures </div> <div>Mathematical Relationships </div> <div>Summary / Justification / Evidence</div>
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
	Overall Rating 


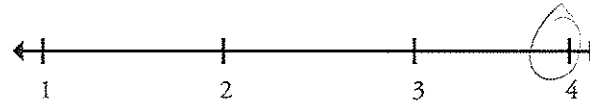
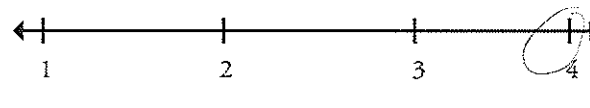
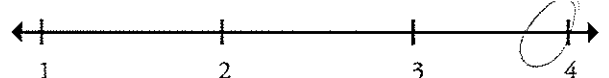
Interpreting Categorical and Quantitative Data (S-ID)

Title of Instructional Materials: _____

Interpreting Categorical and Quantitative Data (S-ID)

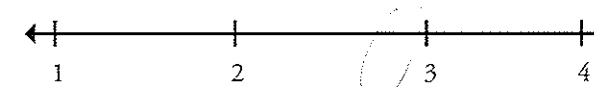
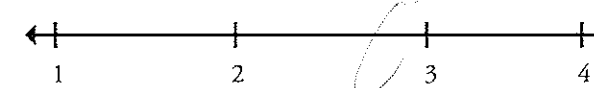
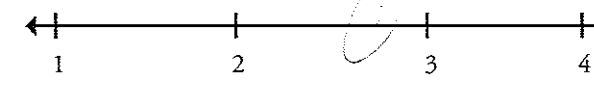

Title of Instructional Materials: _____

Interpreting Categorical and Quantitative Data (S-ID)

Summarize, represent, and interpret data on a single count or measurement variable.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
S-ID.3 Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers).	<div>Important Mathematical Ideas </div> <div>Skills and Procedures </div> <div>Mathematical Relationships </div> <div>Summary / Justification / Evidence</div>
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
<p>p. 76-77 (bear lengths)</p> <p>throughout lesson - describing distribution requires shape, center, spread</p> <p>p. 115-116 discusses what to do w/outliers</p>	Overall Rating 

Title of Instructional Materials:

Interpreting Categorical and Quantitative Data (S-ID)

<p>Summarize, represent, and interpret data on two categorical and quantitative variables.</p>	<p>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</p>
<p>S-ID.5</p> <p>Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data (including joint, marginal, and conditional relative frequencies). Recognize possible associations and trends in the data.</p> <p>Note: Linear focus; discuss general principle.</p> <p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p> <p>p. 539 (kids are friendly) summarize Interpret in context (frequencies not %)</p> <p>p. 543 Titanic 2 way fr.</p> <p>p. 544 fatal crashes same</p>	<div>Important Mathematical Ideas </div> <div>Skills and Procedures </div> <div>Mathematical Relationships </div> <div>Summary / Justification / Evidence</div>
	<p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p> <p>trends relative frequencies joint, marginal, conditional rel freq</p> <div>Overall Rating </div>

Reviewed By: _____

Title of Instructional Materials: _____

MATHEMATICS I — STATISTICS AND PROBABILITY (S)

Interpreting Categorical and Quantitative Data (S-ID)

Summarize, represent, and interpret data on two categorical and quantitative variables.

S-ID.6a

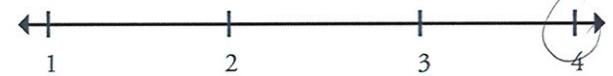
6. Represent data on two quantitative variables on a scatter plot, and describe how the variables are related.

- a. Fit a function to the data; use functions fitted to data to solve problems in the context of the data. *Use given functions or choose a function suggested by the context. Emphasize linear, quadratic, and exponential models.*

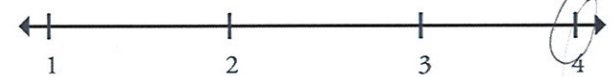
Note: Linear focus; discuss general principle.

Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.

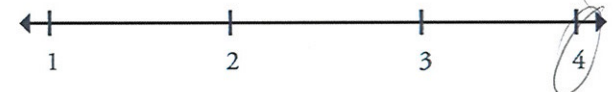
Important Mathematical Ideas



Skills and Procedures



Mathematical Relationships



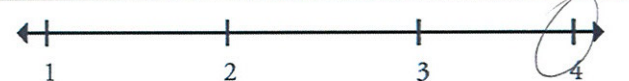
Summary / Justification / Evidence

students should be able to distinguish type from context easily

Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):

quadratic not as developed as best fit lines

Overall Rating



Indicate the chapter(s), section(s), and/or page(s) reviewed.

Linear
 p. 70-72 start thinking about relationships
 using vars. to represent values
 p. 27-28 recursive population models
 p. 154 choose
 p. 159 find rule & use it to...
 p. 301-303
 best fit lines
 exp STM → lin vs. exp
 p. 464-467 punkin' chunkin
 exp

Reviewed By: _____

Title of Instructional Materials: _____

MATHEMATICS I — STATISTICS AND PROBABILITY (S)

Interpreting Categorical and Quantitative Data (S-ID)

Summarize, represent, and interpret data on two categorical and quantitative variables.

Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.

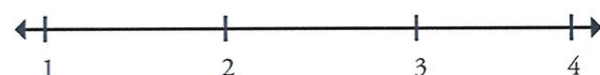
S-ID.6b

6. Represent data on two quantitative variables on a scatter plot, and describe how the variables are related.

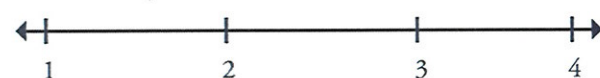
b. Informally assess the fit of a function by plotting and analyzing residuals.

Note: Linear focus; discuss general principle.

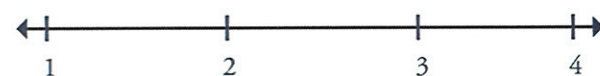
Important Mathematical Ideas



Skills and Procedures



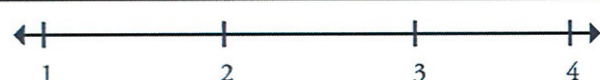
Mathematical Relationships



Summary / Justification / Evidence

Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):

Overall Rating



Indicate the chapter(s), section(s), and/or page(s) reviewed.

Reviewed By: _____

Title of Instructional Materials: _____

MATHEMATICS I — STATISTICS AND PROBABILITY (S)

Interpreting Categorical and Quantitative Data (S-ID)

Summarize, represent, and interpret data on two categorical and quantitative variables.

Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.

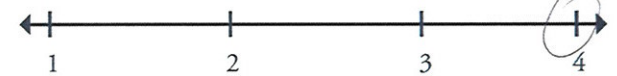
S-ID.6c

6. Represent data on two quantitative variables on a scatter plot, and describe how the variables are related.

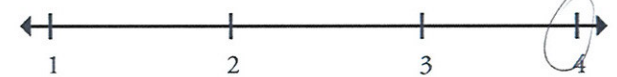
- c. Fit a linear function for a scatter plot that suggests a linear association.

Note: Linear focus; discuss general principle.

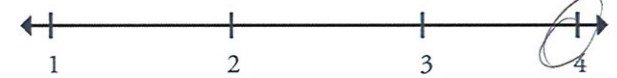
Important Mathematical Ideas



Skills and Procedures



Mathematical Relationships



Summary / Justification / Evidence

Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):

Overall Rating



Indicate the chapter(s), section(s), and/or page(s) reviewed.

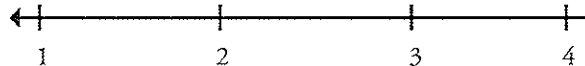

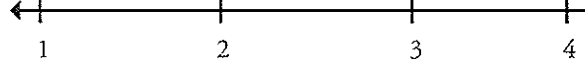
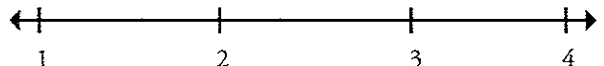
*p. 166-167
Fitting lines
by hand & technology
#1-8 STM, CYU
Given data pairs
given a scatterplot
All in context
approached from
different ways
- How do you decide if it's a
good fit?*

Interpreting Categorical and Quantitative Data (S-ID)

P-166 8 ac on
More ~~of this~~ on
pages for
other standards...
with linear

Title of Instructional Materials:

Interpreting Categorical and Quantitative Data (S-ID)

Interpret linear models.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
<p>S-ID.8</p> <p>Compute (using technology) and interpret the correlation coefficient of a linear fit.</p> <p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p>	<div>Important Mathematical Ideas </div> <div>Skills and Procedures </div> <div>Mathematical Relationships </div> <div>Summary / Justification / Evidence</div> <div>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</div> <div>Overall Rating </div>

